

My Very Own Poetry Collection

101 Sight Word Poems
for Emergent Readers and ESL Students



by Betsy Franco

Teaching Resource Center

For Debbie Diller who has so much energy, creativity, and
expertise and who generously helped me with this book

Thank you to Sheron Brown
who knows so much about sight words.

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Contents

First 51 Poems

ALL ABOUT ME

When?	26
I Can	27
Lunch.	28
An Orange.	29
I Have a Book	30
Messy	31
Which One?	32
We Can Tell You	33
Each New Day	34

FAMILY AND FRIENDS

My Sister	35
Birthday.	36
A Turtle	37
That Dog and This Dog	38
Up, Up, Up.	39
Not All Frogs	40
Pets.	41
Friends Are For	42

SCHOOL

To Get to School.	43
We Have One Pat	44
At School	45
I Have?	46
Teacher Day.	47
Not All Apples.	48

ANIMALS

The Tree	49
Up Jumps the Frog.	50
Homes	51
They Said.	52
How About You?	53
On Top Of	54
What Is That Reptile?	55

NEIGHBORHOOD AND COMMUNITY

The Mailman.	56
All Cars Have Wheels	57
He Had Lots	58
Trucks.	59
I Go to the Bank	60

Library Books.	61
Do You Live in a Barn?	62

HOLIDAYS

Valentines	63
Halloween	64
Thanksgiving.	65
Do You See?	66

SCIENCE

Dinosaurs.	67
What Hides?	68
If.	69
When Do Leaves Fall?	70
Leaves	71
Do You Lay Eggs?	72

COLORS, NUMBERS, AND SHAPES

Fish Can Be	73
The Clown	74
I Have Triangles	75
In the Mud.	76

Second 50 Poems

ALL ABOUT ME

I Can Read.	77
I Know How.	78
Some Day	79
My Favorite Hat.	80
My Feet	81
My Monster	82
Teddy	83
I Like Noodles	84
A Taco	85
Over My Head	86

FAMILY AND FRIENDS

Many Hugs	87
I Know	88
My Pup Likes	89
Two Cats	90
Little Matt	91
The Very Wet Dog	92

My Friend.	93
If Only	94

SCHOOL

First Day	95
With Words	96
Up We Go.	97
My Poem	98
Into the Mitten	99
The Hen Makes Bread.	100

NEIGHBORHOOD AND COMMUNITY/HOLIDAYS

I Could Ride.	101
Which Way Did My Cat Go?	102
Where Have You Been?	103
Where?	104
Did You See?	105

SCIENCE

At Night.	106
No Time.	107

Most.	108
See Where the Cat Was.	109
Who Am I?	110
So Many.	111
Did You Think?	112
First Comes a Seed.	113
Water	114
More and More Snowflakes	115
Seeds	116
Some People	117
What Do You Find?	118
Roar	119
What Is It Called?	120

MATH

Who Has More?	121
These Are My Feet.	122
My Fish	123
My Cat.	124
Eggs	125
One More Frog.	126

Sight Words

For each sight word, you will find the names of the poems in which they appear. The titles in *italics* are poems in which the word appears only once. In the other poems, the word is repeated a number of times.

Sight Words for First 51 poems

1. a

I Have a Book	31
Birthday	36
A Turtle	37
To Get to School	43
I Have	46
On Top Of	54
What Is That Reptile?	55
Do You Live in a Barn?	62
Valentines	63
Halloween	64
<i>I Can</i>	27
<i>An Orange</i>	29
<i>How About You?</i>	53
<i>Do You See?</i>	66

2. about

We Can Tell You	33
Not All Apples	48
How About You?	53
<i>Birthday</i>	36

3. all

We Can Tell You	33
Teacher Day	47
All Cars Have Wheels	57
<i>What Is That Reptile?</i>	55
<i>Library Books</i>	61
<i>Leaves</i>	71
<i>Do You See?</i>	66
<i>The Clown</i>	74

4. an

Lunch	28
An Orange	29
Not All Frogs	40
Teacher Day	47

5. and

That Dog and This Dog	38
Friends Are For	42

Up Jumps the Frog	50
Valentines	63
<i>We Can Tell You</i>	33
<i>Halloween</i>	64
<i>Thanksgiving</i>	65
<i>Do You Lay Eggs?</i>	72

6. are

When?	26
Messy	30
Not All Frogs	40
Friends Are For	42
Leaves	71
I Have Triangles	75
<i>On Top Of</i>	54

7. as

My Sister	35
What Is That Reptile?	55
In the Mud	76

8. at

I Have a Book	31
At School	45
<i>What Is That Reptile?</i>	55

9. be

Fish Can Be	73
-----------------------	----

10. but

We Have One Pat	44
<i>Pets</i>	41
<i>The Clown</i>	74

11. by

To Get to School	43
----------------------------	----

12. can

I Can	27
We Can Tell You	33
How About You?	53
Trucks	59
Fish Can Be	73

13. do

Do You Live in a Barn?	62
Do You See?	66
When Do Leaves Fall?	70
Do You Lay Eggs?	72

14. each

Each New Day	34
------------------------	----

15. for

Friends Are For	42
At School	45
Teacher Day	47
The Mailman	56
Valentines	63
Thanksgiving	65
<i>I Have Triangles</i>	75
<i>He Had Lots</i>	58

16. from

Birthday	36
What Hides?	68
<i>I Have</i>	46

17. had

Pets	41
The Mailman	56
He Had Lots	58
Halloween	64
<i>Dinosaurs</i>	67

18. have

Lunch	28
I Have a Book	31
We Have One Pat	44
I Have	46
All Cars Have Wheels	57
I Have Triangles	75
<i>Pets</i>	41
<i>They Said</i>	52

19. he

They Said	52
---------------------	----

The Mailman	56
He Had Lots	58
In the Mud	76

20. his

Do You See?	66
-----------------------	----

21. how

How About You?	53
<i>Birthday</i>	36
<i>If</i>	69

22. I

I Can	27
Lunch	28
I Have a Book	31
Each New Day	34
My Sister	35
To Get to School	43
I Have	46
I Go to the Bank	60
I Have Triangles	75
<i>They Said</i>	52
<i>Halloween</i>	64
<i>Dinosaurs</i>	67
<i>Do You Lay Eggs?</i>	72

23. if

<i>If</i>	69
<i>A Turtle</i>	37

24. in

Do You Live in a Barn?	62
In the Mud	76

25. is

My Sister	35
That Dog and This Dog	38
I Have	46
The Tree	49
Library Books	61
<i>What Is That Reptile?</i>	55
<i>Do You See?</i>	66
<i>If</i>	69
<i>The Clown?</i>	74

26. it

<i>If</i>	69
<i>I Have a Book</i>	31

27. not

A Turtle	37
--------------------	----

Not All Frogs	40
Not All Apples	48
<i>To Get to School</i>	43
<i>The Clown</i>	74

28. of

Messy	30
On Top Of	54
He Had Lots	58
<i>Up Jumps the Frog</i>	50
<i>Library Books</i>	61

29. on

Messy	30
On Top Of	54
<i>Halloween</i>	64
<i>Do You See?</i>	66

30. one

Pets	41
We Have One Pat	44
Homes	51
The Mailman	56
Valentines	63
The Clown	74
<i>Which One?</i>	32
<i>Dinosaurs</i>	67

31. or

<i>Which One?</i>	32
<i>Do You Live in a Barn?</i>	62

32. said

The Tree	49
They Said	52
Do You Lay Eggs?	72

33. that

That Dog and This Dog	38
I Have	46
Do You See?	66
I Have Triangles	75
<i>Birthday</i>	36
<i>What Is That Reptile?</i>	55
<i>Dinosaurs</i>	67
<i>If</i>	69
<i>The Clown?</i>	74

34. the

Messy	30
Up, Up, Up	39

Up Jumps the Frog	50
The Tree	49
I Go to the Bank	60
Thanksgiving	65
What Hides?	68
The Clown	74
Do You Lay Eggs?	72
In the Mud	76
<i>A Turtle</i>	37
<i>To Get to School</i>	43
<i>He Had Lots</i>	58
<i>Do You Live in a Barn?</i>	62
<i>Valentines</i>	63
<i>If</i>	69

35. their

That Dog and This Dog	38
---------------------------------	----

36. there

Messy	30
That Dog and This Dog	38

37. they

They Said	52
Trucks	59
Dinosaurs	67
Leaves	71

38. this

That Dog and This Dog	38
The Tree	49

39. to

An Orange	29
I Go to the Bank	60
<i>A Turtle</i>	37
<i>They Said</i>	52

40. up

Up, Up, Up	39
Up Jumps the Frog	50
<i>I Can</i>	27
<i>Not All Apples</i>	48

41. was

On Top Of	54
<i>Halloween</i>	64

42. we

Pets	41
We Have One Pat	44
At School	45

43. were
Dinosaurs 67

44. what
What Hides? 68
An Orange 29
What Is That Reptile? 55

45. when
When? 26
When Do Leaves Fall? 70

46. which
Library Books 61
Which One? 32

47. will
A Turtle 37

48. with
The Clown 74
I Can 27

49. you
When? 26
We Can Tell You 33
How About You? 53
Do You Live in a Barn? 62
Valentines 63
Thanksgiving 65
Do You See? 66
Do You Lay Eggs? 72
Which One? 32
I Have Triangles 75

50. your
Teacher Day 47
Not All Apples 48
Library Books 61

Sight Words for Second 50 Poems

51. after
A Taco 85
Little Matt 91

52. been
Where Have You Been? 103

53. called
Roar 119
What Is It Called? 120

54. could
I Could Ride 101
My Fish 123

55. did
Which Way Did My Cat Go? 102
Did You See? 105
Did You Think? 112

56. down
I Like Noodles 84
Two Cats 90
Up We Go 97
What Do You Find? 118

57. find
What Do You Find? 118

58. first
First Day 95
First Comes a Seed 113
My Fish 123

59. has
My Monster 82
A Taco 85
Who Has More? 121

60. her
Teddy 83

61. him
My Cat 124

62. into
Into the Mitten 99

63. its
My Pup Likes 89

64. just
My Feet 81
My Monster 82

65. know
I Know How 78
I Know 88

66. like
My Monster 82
I Like Noodles 84
My Pup Likes 89
My Friend 93
Some People 117

67. little
Little Matt 91
Seeds 116

68. long
Who Am I? 110

69. made
The Hen Makes Bread 100
My Fish 123

70. make
The Hen Makes Bread 100
My Poem 98

71. many
Many Hugs 87
So Many 111

72. may
Some Day 79

73. more
More and More Snowflakes . 115
Who Has More? 121
Eggs 125

My Fish 123
One More Frog 126

74. most

Most 108

75. my

My Favorite Hat 80
My Feet 81
Teddy 83
Over My Head 86
My Pup Likes 89
My Friend 93
My Poem 98
Which Way Did My Cat Go? 102
Who Am I? 110
These Are My Feet 122
My Monster 82
The Very Wet Dog 92
My Cat. 124

76. no

No Time 107

77. now

The Very Wet Dog 92

78. only

If Only 94

79. other

Two Cats 90

80. out

At Night 106
Roar 119

81. over

I Like Noodles 84

Over My Head 86
See Where the Cat Was . . . 109

82. people

I Know 88
Some People 117

83. see

Did You See? 105
See Where the Cat Was . . . 109

84. she

My Monster 82
Which Way Did My Cat Go? 102

85. so

I Can Read 77
So Many 111
My Fish 123

86. some

Some Day 79
Some People 117

87. than

Eggs 125

88. them

I Like Noodles 84
More and More Snowflakes . 115
Some People 117

89. then

Little Matt 91
Seeds 116
A Taco 85

90. these

These Are My Feet 122

91. time

No Time 107

92. two

My Monster 82
Two Cats 90
These Are My Feet 122
My Fish 123
My Cat. 124
Eggs. 125

93. use

My Poem 98

94. very

The Very Wet Dog 92
Who Am I? 110

95. water

Water 114

96. way

Which Way Did My Cat Go? 102

97. where

Where Have You Been? . . . 103
Where? 104
See Where the Cat Was . . . 109

98. who

Who Am I? 110
Who Has More? 121

99. words

With Words 96

100. would

If Only 94
Did You Think? 112

Introduction

Poetry is such a perfect way to introduce emergent readers to the various stages of literacy. It's short. It's fun. It's got rhythm!

The poems in this personal poetry collection have been carefully crafted to meet the specific needs of emergent readers and ESL students who are learning sight words. Patterned, repetitive poetry is used throughout to give confidence to and encourage the emergent reader. The advantage of poetry is that children can see the pattern right before their eyes. They don't have to flip the page of a book to see the words repeated, which often interrupts the visual pattern for new readers.

The first 100 sight words are interwoven throughout the collection (see charts on pages 2-5 to find particular sight words). Learning these frequently occurring words by sight will help to unlock the surrounding text for the young reader. The first half of the collection focuses on the first 50 sight words. These words are used a number of times throughout the first 51 poems. The second half of the collection highlights sight words 51 through 100, with a nice recycling of the first 50 sight words.

Themes and topics used by most kindergarten and first grade teachers are the focus of the book. In these sets of poems, the themes include *All About Me, Friends and Family, School, Neighborhood and Community* and *Holidays*. There are *Science* poems and *Animal* poems. *Colors, Numbers, and Shapes* round out the collection with a group of fun poems about colors and math.

Reading a poem in many forms makes it fun for emergent readers to practice and develop their literacy skills. For individual, group, and whole class work, we've provided the tools you need. For each poem there is a student poem page with engaging illustrations. Pictures appearing at the ends of lines and occasionally at the ends of poems provide important, simple, visual clues. The student poem pages make it easy for children to create their own personal poetry collections. For group and center work we've provided strips that fit into the Desktop Pocket Chart, which will save you time. We've also included instructions for enlarging the poems for use as poetry posters.

Versatility

There are enough poems in the collection to present at least two per week throughout the school year. You can use the poems in order or you can choose according to the themes your class is studying. You can also focus on poems that enhance a particular math, social studies, or science topic.

The section on math poems includes such topics as counting, shapes, time, money, doubles, adding, comparing, and patterns.

Social studies poems involve community helpers, recycling, homes, transportation, directions, places in the community, and holidays.

Science poems present the following topics: dinosaurs, farm animals, predators and prey, eggs, weather, night, habitats, animal tracks, animal behavior, sink or float, water, gardens, and baby animals.

There are even two familiar stories retold simply in verse: *The Mitten* and *The Little Red Hen*.

Author Note

Usually when developing a collection of poems, I make sure none of the rhymes are the same and that the vocabulary varies. In this collection, I felt it would be beneficial to use the same vocabulary again and again and to repeat rhyming words. This allows children to build on their previous knowledge of the words. The sight words themselves are also repeated many times to give students practice and confidence and to show words being used in different sentences, in different ways.

I made an effort to create poems that are educational and at the same time *real* poetry, with a surprise or a twist to help children see something a little differently than they saw it before.

What You've Got

- At least two poems for every week of the year
- Sets of poems that match the themes you're studying
- Suggestions in the introduction for using the poems to teach sight words and emergent reading skills
- Suggestions in the introduction for making the poems personal and interactive and for using them as creative springboards
- Poetry strips and illustrations that fit into the Desktop Pocket Chart

Useful Accessories

The following accessories can be useful when extending the poems:

Desktop Pocket Chart

My Very Own Poetry Collection includes strips for each poem that fit into the 12" x 16" Desktop Pocket Chart. You can use the poems for intimate group work with the help of this miniature pocket chart.

Wikki Stix

Made of waxed yarn, Wikki Stix stick to almost any surface, including the student poem and the Desktop Pocket Chart. They are perfect for underlining or circling words in the poem with the featured phonemic element.

Highlighting Tape

This removable, colorful, transparent tape can be used to highlight key words or phrases on the Desktop Pocket Chart.

Sticky Notes

Sticky notes are useful for making poems interactive. You can use them to rewrite words on the Desktop Pocket Chart.

Standard Pocket Chart and Sentence Strips (10-pocket and 15-pocket)

If you choose to, you can reproduce the poems on standard pocket chart strips for whole class or group instruction.

How the Book Is Organized

Student Poems

For every week of the year, you have at least two poems, enlarged for easy reading. Make copies of these for the students so they can reread and work with the poems. Each child can put together his or her own personal poetry collection.

The sight words highlighted in each poem are shown at the top left of the student poem. Sight words that appear only once in the poem are shown at the top right of the student poem. You may want to cover these with sticky notes before making copies for the students.

Strips for the Desktop Pocket Chart

You've got all the tools you need for group work. Copy and cut out the enlarged strips (starting on page 127) on index tag and use them in the Desktop Pocket Chart. That way, you'll have a poem for many eyes to see. Groups of children can interact with the poem using this intimate yet practical medium.

Poetry Posters

You can enlarge the poems to poster size (11" by 14" @130%) using a copier that allows for this. You may want to ask for assistance at your local copy center.

Suggestions for Going Further

This introduction provides an extensive array of activities that will help you get the most from the poetry. They focus on the sight words, rhyming words, repetitive phrases, and other treasures buried in the poems. The suggestions also include ideas for making the poems personal and interactive for the children and for tapping into children's own poetic talents.

How to Use the Elements of the Book

There are many ways you can creatively use the student poems and the poem strips to make the most of this personal poetry collection.

Ways to Use the Student Poems

- Photocopy the poem for each child.
- Enjoy the poem for the beauty of the words, the rhythm, and the content.
- Add blanks to the poem so that children can interact with it and personalize it.
- Use the poem to point out sight words, phonograms, rhyming words, and more.
- Have each child create a personal poetry collection with a decorated cover.
- Enlarge the poem to 11" by 14" and use it as a poem poster in the classroom.
- When the collection is complete, send it home to be read with family members.

Suggestions for Going Further with the Student Poems

Do You Live in a Barn?

Do you live in a barn?

Do you live in a tree?

Do you live in a hole?

Do you live in the sea?

Or do you live in a home
like me?

Talk about the title. It can be a very important part of the poem. Let children predict what the poem will be about.

My Sister

My sister is as tall
as I am.

My sister is as fast
as I am.

My sister is as old
as I am.

My sister is
my twin!

Have children circle or underline the sight words in poems.

I Can Read

I can read.

So can you.

I can write.

So can you.

I can read this poem to you!

In this poem in the second half of the book, children should know many of the sight words already. The new sight word here is so.

A Taco

A taco has lettuce.

A taco has lettuce.

A taco has lettuce,
tomato, and cheese.

A taco has lettuce.

A taco has lettuce.

A taco has lettuce,
tomato, and cheese.

Then add some salsa
for a yummy treat!

Talk about the words that are not sight words and may not yet be decodable to the children.

Where Have You Been? (2 voices)

Where have you been?

To the store.

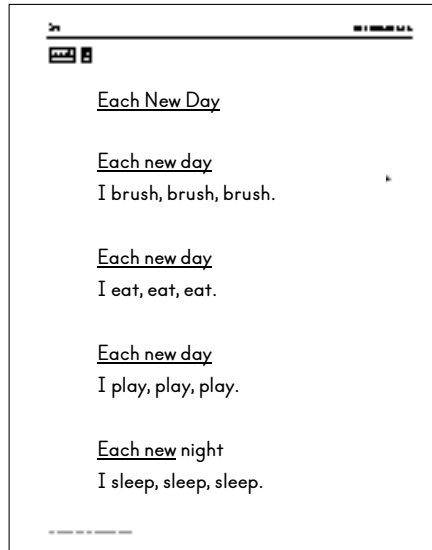
Where have you been?

To the pool.

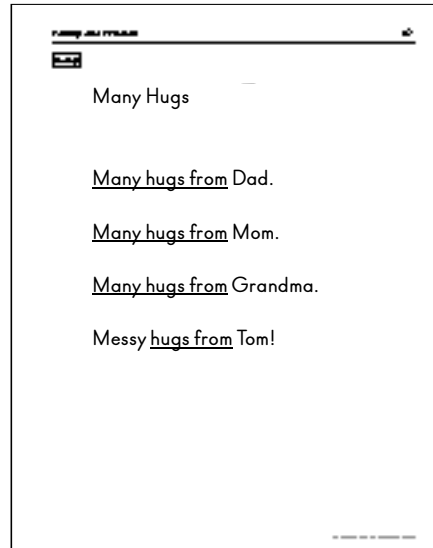
Where have you been?

To the zoo.

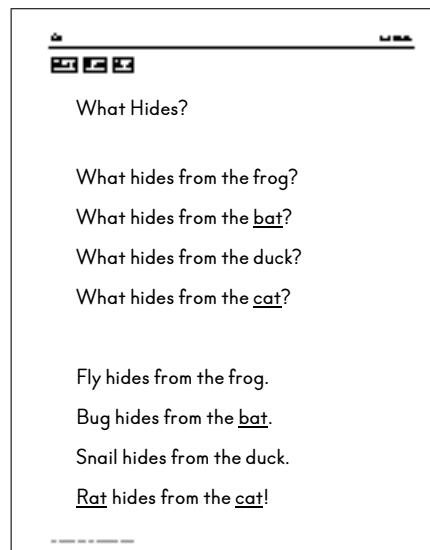
Next time, can I go with you?



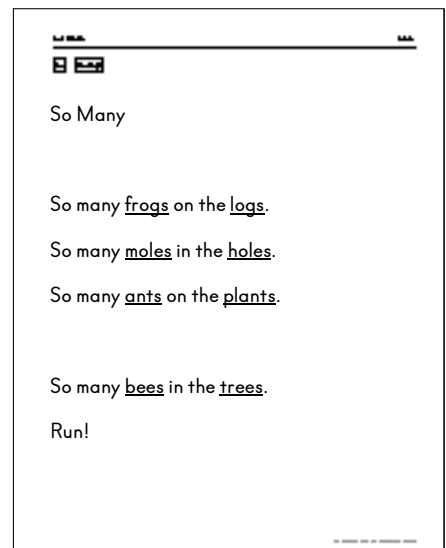
Invite children to underline the repetitive words or phrases in the poem.



Work together to find the rhyming words and underline them. Emphasize them as you're reading the poem aloud.



There is even a rhyming word that is not at the end of a line.



Notice how the endings of the rhyming words above are the same.

<p>Up, Up, Up</p> <p>Up, up, up. Up go the bubbles.</p> <p>Up, up, up. Up go the pups.</p> <p>Pop! Pop! Pop! Pop! Pop! Pop!</p> <p>No more bubbles up, up, up.</p>	<p>The Very Wet Dog</p> <p>The dog is very wet. Now the cat is very wet.</p> <p>The dog is very wet. Now the bird is very wet.</p> <p>The dog is very wet. Now I am very wet.</p> <p>I am very wet from my very wet pet!</p>	<p>Into the Mitten</p> <p>Into the mitten went the rabbit.</p> <p>Into the mitten went the fox.</p> <p>Into the mitten went the cricket.</p> <p>The cricket made the mitten pop!</p>
--	--	--

Ask the children to explain what happened in the poem, to summarize the story.

My Sister

My sister is as tall
as I am.

My sister is as fast
as I am.

My sister is as old
as I am.

My sister is
my twin!

Talk about the humor or the twist
at the end.

All of these baby animals
are cubs!

What Is It Called?

What is a baby lion called?

What is a baby fox called?

What is a baby bear called?

A baby bear is small and bald!

Who Am I?

My tongue is long.
My legs are long.
And when I jump my jump is long.
Very, very, very long!

Who am I?

What Is That Reptile?

As thin as a rope.
As hissy as a cat.

No legs at all.
As long as a bat.

When?

When are you sad?
When are you mad?
When are you silly?
When are you glad?
Sad, mad, silly, glad!

Have fun guessing the answers to the riddles.

Give answers for poems that ask questions or imply questions:

What could the green costume be?

Which One?

Red or blue?
One or two?
Dog or cat?
Mouse or rat?
Rain or sun?
You pick one!

Fish Can Be

Fish can be red.
Fish can be black.
Fish can be yellow.
Birds can, too.

Fish can be red.
Fish can be blue.
Fish can be yellow.
Birds can, too.

Halloween

Ana had a cape.
Lee had a hat.
Jen had a wig.
Sal had a bat.

And I was green
on Halloween!

What birds could be all those colors? (toucan, parrot)

Have individuals, partners, or groups recite the poem to develop oral literacy. Or memorize the poem and recite it together. These poems are fun to say:

I Like Noodles

I like noodles all over town.
I sloooooop them up.
I sloooooop them down.

I like noodles white and brown.
I sloooooop them up.
I sloooooop them down.

I like noodles.
So do my pups.

We sloooooop them down.
We sloooooop them up.

Teacher Day

An apple for your teacher.
An orange for your teacher.
A flower for your teacher,
all day long.

An apple for your teacher.
An orange for your teacher.
A song for your teacher,
all day long!

Up We Go

Up we go.
Down we go.
Up we go.
Down we go.


We like to slide
on the slide outside.
(repeat)

It's fun to clap to this poem while it's being recited.

My Monster

She has two legs,
just like me.
She has two arms,
just like me.
She has two ears,
just like me.

But my monster has
three eyes to see!



Invite children to make a border for the poem or an additional illustration.

On Top Of

On top of the hill
was a little goat.

On top of the barn
was a little bird.

On top of the cookie
was a little ant.

On top of this poem
are three little words.

Where Have You Been? (2 voices)

Where have you been?
To the store.

Where have you been?
To the pool.

Where have you been?
To the zoo.

Next time, can I go with you?

Have children read the poem with an older buddy, taking turns reading every other line, or divide the class in half and read the poem in two voices.

Which One?

Red or blue?

One or two?

Dog or cat?

Mouse or rat?

Rain or sun?

You pick one!

I Can

I can swim.

I can draw.

I can slurrrrrrp with a straw!

Green or pink?
Five or ten?
Iguana or snake?
Hippo or ape
Snow or hail?
You pick one!

Help children write a new verse
for the poem. New verses don't
have to rhyme.

I can scooter.
I can paint.
I can whistle through
my teeth!

Example of new verse

Example of new verse

Over My Head

Over my head is a blue bird.

Over my head is a blue sky.

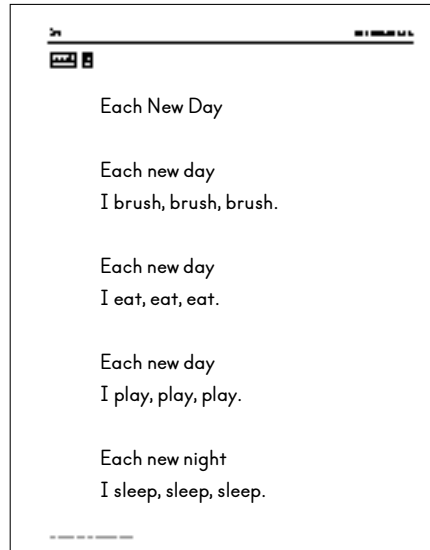
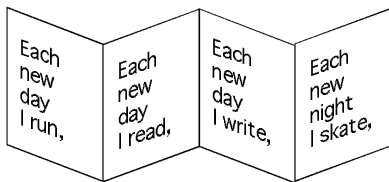
Over my head is a blue kite
and a pretty yellow butterfly!

As a class, write a new poem
using the original as a model.

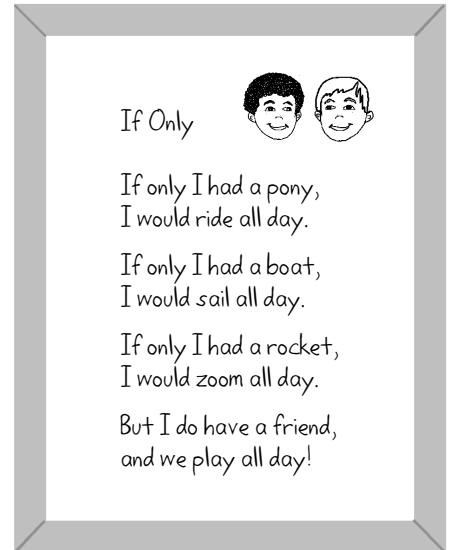
Under My Feet

Under my feet is a brown worm.
Under my feet is brown earth.
Under my feet is green grass
and a pretty yellow dandelion.

Have individual children write poems modeled after the poems shown here.

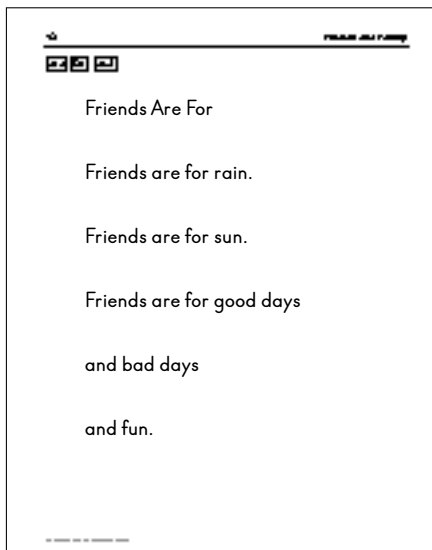


Make an accordion book.

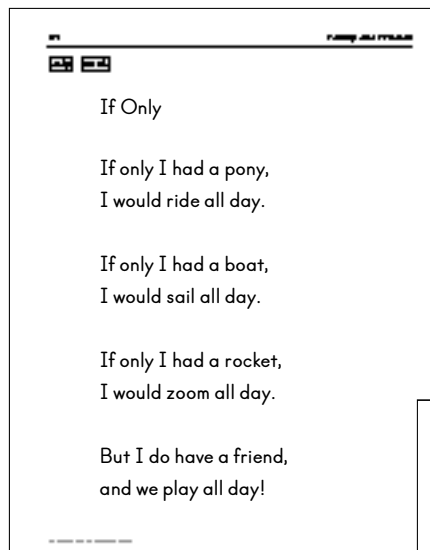
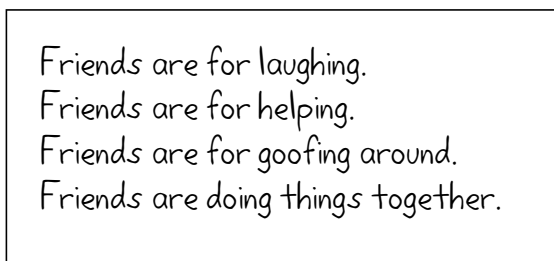


Illustrate and frame a poem for Friendship Day on August 1.

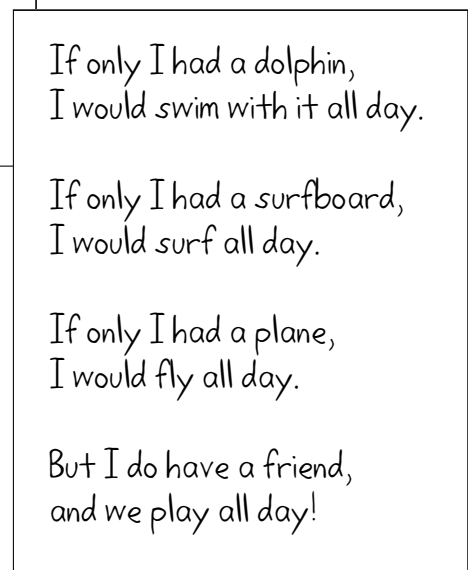
Make class books in which each child contributes a page that mirrors these poems:



Example



Example



Page Number and Column #

Some Day

I may be a movie star
some day.

I may be a scientist
some day.

I may be a fire fighter
some day.

But today I just want to
run and play!

After reading this poem, invite children to make posters of what they may be some day.

Brainstorm lists based on the poems.

Page Number and Column #

I Have a Book

I have a book at school.

I have a book at home.

I have a book at grandma's house.

It has ten little poems.

List of favorite books:

Stellaluna

Guess How Much I Love You

My Pinkie Finger

The Rainbow Goblins

Page Number and Column #

I Could Ride

I could ride on a bus.

I could ride on a train.

I could ride on a boat.

I could ride on a plane.

But I want to stay home
and play in the rain.

List of forms of transportation:

scooter	rocket
skateboard	truck
bike	motorcycle
train	taxi
jet	cable car

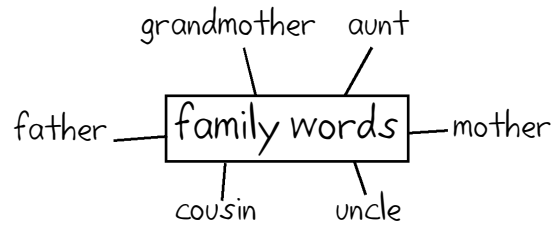
Make webs based on the poems.

I Know

I know your mother.
I know your father.
I know your sister.
I know your brother.

I know all the people
in your family.

And the people
in your family
all know me!

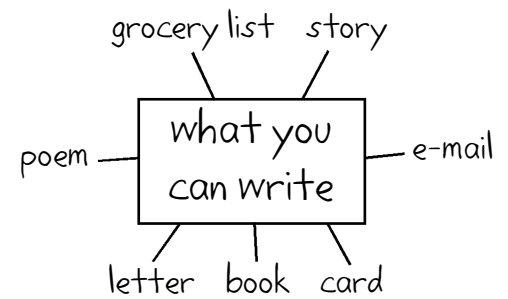


With Words

With words
you can read.

With words
you can sing.

With words
you can write
about anything!



Act out the poem.

How About You?

Monkeys can hoot.
How about you?

Lions can roar.
How about you?

Seals Or Or.
How about you?

You can sound
like a zoo!

Into the Mitten

Into the mitten
went the rabbit.

Into the mitten
went the fox.

Into the mitten
went the cricket.

The cricket made
the mitten pop!

Instead of a mitten, use
a blanket.

Make a graph based on the poem.
Graph pets owned by the students.

Pets

We had one fish.
We had one dog.
We had one snake.
We had one frog.

We had one bird.
We had one cat.
But now we have
one baby rat!

Pets We Have at Home				
X				
X	X			
X	X			
X	X	X		
X	X	X	X	X
dog	cat	hamster	rat	iguana

Explore the math in the poem.

I Have Triangles

I have triangles
that are red.

I have triangles
that are blue.

I have squares
that are red.

I have a pillow
just for you!

After reading the poem "I Have," design a quilted pillow using right triangles and/or squares. Make a paper design or sew a real pillow.

These Are My Feet

These are my feet.
They come in two.
These are my arms.
They do, too.

There are my ears.
They come in two.
These are my eyes.
They see you!

Make lists of what comes in
2s, 3s, 4s.

Use manipulatives to act out the math poems.

The Clown

The clown juggles
with one ball.

The clown juggles
with two balls.

The clown juggles
with three balls.

Then all the balls
fall, fall, fall!

Act out the poem using balls or
counters.

Who Has More?

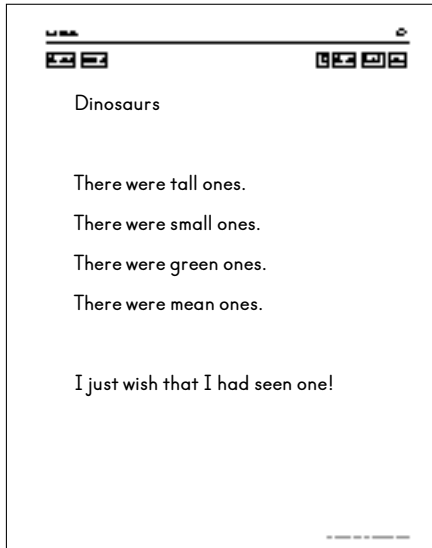
Van has 6 pennies.
Jen has 4.
Tell me. Tell me.
Who has more?

Nat has 3 pennies.
Ben has 4.
Tell me. Tell me.
Who has more?

You have 5 pennies.
I have 4.
Tell me. Tell me.
Who has more?

Act out this poem using pennies.

Try out some of the science ideas.

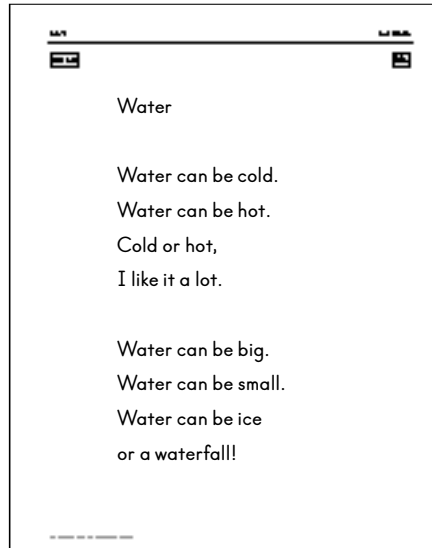


Dinosaurs

There were tall ones.
There were small ones.
There were green ones.
There were mean ones.

I just wish that I had seen one!

Find dinosaurs that fit into the categories in the poem.

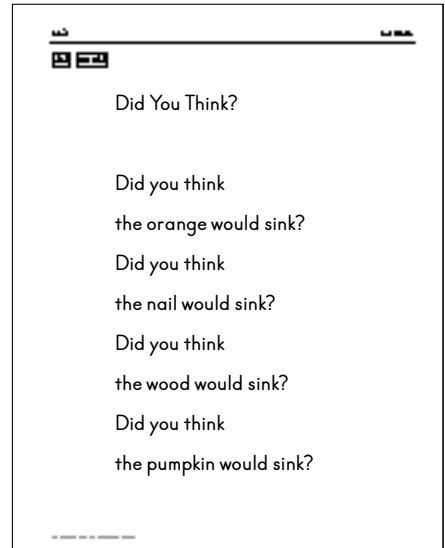


Water

Water can be cold.
Water can be hot.
Cold or hot,
I like it a lot.

Water can be big.
Water can be small.
Water can be ice
or a waterfall!

Make a class book about water.

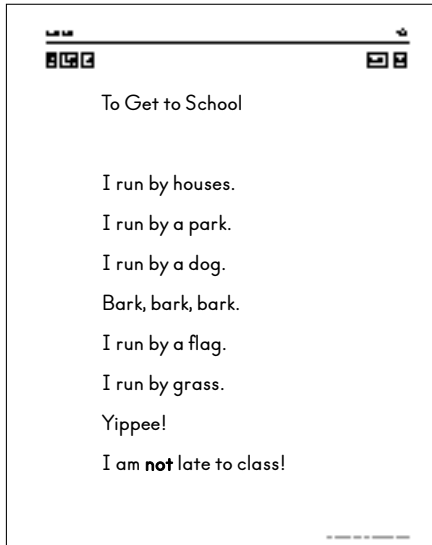


Did You Think?

Did you think
the orange would sink?
Did you think
the nail would sink?
Did you think
the wood would sink?
Did you think
the pumpkin would sink?

Do an experiment—the wood and pumpkin will float.

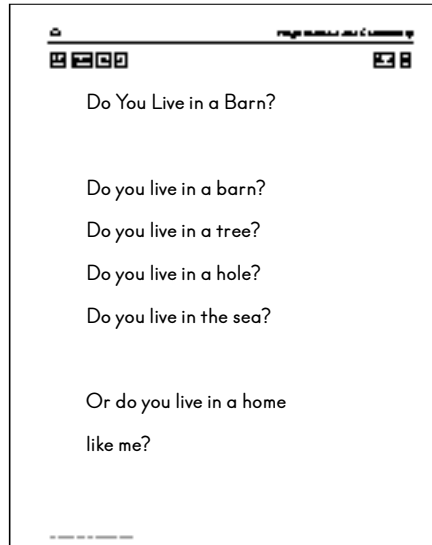
Do extension ideas related to the social studies topics:



To Get to School

I run by houses.
I run by a park.
I run by a dog.
Bark, bark, bark.
I run by a flag.
I run by grass.
Yippee!
I am **not** late to class!

Let children tell something they pass by on the way to school.

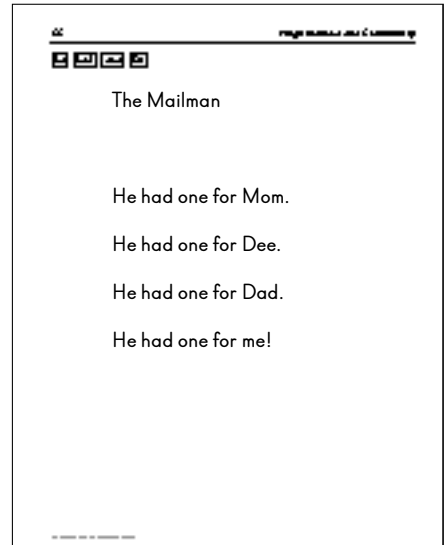


Do You Live in a Barn?

Do you live in a barn?
Do you live in a tree?
Do you live in a hole?
Do you live in the sea?

Or do you live in a home
like me?

Have children recite their addresses.



The Mailman

He had one for Mom.
He had one for Dee.
He had one for Dad.
He had one for me!

Write letters to community helpers or family members.

Ways to Use the Desktop Pocket Chart

- Copy the poem strips onto index tag.
- Cut out the strips.
- Reconstruct the poem in the Desktop Pocket Chart. We've numbered each line to minimize confusion. You can keep the numbers or cut them off.
- Gather a group of children. Read the poem once or twice for them.
- Have children recite the poem with you.
- Work with the poem for a week. Read it together about ten times in all.
- Place the poem in a center and have children work in pairs. They can read the poem, highlight new vocabulary, put mixed-up pocket chart strips back in order, and write new verses.

Suggestions for Going Further with the Desktop Pocket Chart

○	○
<u>When?</u>	
<u>When are you</u> sad?	
<u>When are you</u> mad?	
<u>When are you</u> silly?	
<u>When are you</u> glad?	
Sad, mad, silly, glad!	

○	○
<u>I Know</u>	
<u>I know your</u> mother.	
<u>I know your</u> father.	
<u>I know your</u> sister.	
<u>I know your</u> brother.	
<u>I know all the people</u>	
<u>in your</u> family.	
<u>And the people</u>	
<u>in your</u> family	
<u>all know me!</u>	

Use non permanent markers, Wikki Stix, or highlighting tape to highlight the sight words in the poem.

Underline the words that are not sight words or that are hard to decode before reading the poem together. Use the illustrations provided on the strips to help figure them out.

○	○
Teddy	
Her <u>soft</u> tummy,	
Her soft nose,	
Her soft legs,	
Her soft <u>toes</u> .	
Her soft <u>paws</u> ,	
Her soft <u>ears</u> .	
When I go to <u>sleep</u> ,	
my teddy is <u>near</u> .	

The Tree
" <u>This is my house</u> ," said the ant.
" <u>This is my house</u> ," said the bee.
" <u>This is my house</u> ," said the squirrel.
" <u>This is my tree house</u> ," said the girl.

Highlight the text that is between quotation marks in the poems. "They Said," "The Hen Makes Bread," "Which Way," and "At Night" also have quotation marks.

Birthday
<u>A gift from</u> Mom.
<u>A gift from</u> Dad.
<u>A gift from</u> Nat.
<u>A gift from</u> Pat.
I am six !
How about that?

My Feet
To <u>skip</u> on the street,
I just need my feet.
To <u>run</u> on the street
I just need my feet.
To <u>keep a beat</u> ,
I just need my feet!

Thanksgiving
Thank you, Earth, for the <u>bees</u> .
Thank you, Earth, for the <u>trees</u> .
Thank you, Earth, for the <u>sky</u> .
Thank you for the corn
and the pumpkin for the <u>pie</u> .

Encourage children to discover the repetitive words or phrases in the poem. Highlight them.

What is repeated in this poem and what changes? The changes are underlined.

Have children find the rhyming words and highlight them with Wikki Stix or highlighter tape. Emphasize them as you're reading the poem aloud.

Lunch
I have an apple.
I have a pizza.
Crunch, crunch!
Munch, munch!

Make lists using word cards.

List of crunchy foods:

carrots	apples
celery	crackers
chips	cereal

List of rhyming words
(in the poem and not
in the poem):

hop	bop	drop	stop	plop
mop	slop	flop	top	crop

No Time
No time to bat.
No time to hop.
No time to jump.
No time to bop.
Here comes the rain!
Drip, drip, drip, drop
Drip, drip, drip, drop
DRIP, DRIP, DRIP DROP!

My Friend	(2 voices)
I have a friend.	
My friend is you.	
I have a friend.	
My friend is you.	
You like me	
and I like you.	
You like me	
and I like you.	

Have fun reading the poem in two voices, alternating lines with the class. Explain that "It's my turn, then your turn." The poems below are specifically written for two voices, but other poems can be easily adapted. "I Like Noodles," "If Only," and "Where?" are good for two voices as well.

Which Way Did My Cat Go?	(4 voices)
"Which way did she go?"	
"Over there," said the baker.	
"Which way did she go?"	
"Over there," said the teacher.	
"Which way did she go?"	
"Up there," said the vet.	
"Meow, meow, meow!" said my pet.	

Use sticky notes to cover words in the poem. Let children suggest new words to write in their places, to personalize or change the poem. Alternatively, you can use blank word cards made from heavy paper to cover and replace words. (Cards should be about 2" long by 1" high.)

We Can Tell You	
Maria	can tell you
all about	mice.
Omar	can tell you
all about	robots.
Carlos	can tell you
all about	baseball,
and I can tell you	
all about	skateboards!

Do You Lay Eggs? (2 voices)	
Do you lay eggs?	
"No," said the	sheep.
Do you lay eggs?	
"No," said the	lion.
Do you lay eggs?	
"Yes," said the	snake.
"I lay eggs again and again!"	

Cover phrases in the poem with blank strips and let children interact with the poem by rewriting the phrases. Strips should be about 1" high. The new lines don't have to rhyme.

Not All	Dogs
Not all	dogs are brown.
Not all	dogs can bark.
Not all	dogs are small,
like my	doggy Shadow!

On Top Of	
On top of the hill	
was a big	coyote.
On top of the barn	
was a big bald	eagle.
On top of the cookie	
was a big brown	spider.
On top of this poem	
are three little words.	

This poem is based on the poem "Not All Frogs."

Mix up the strips of the poem and have children rearrange them. Note that this is a fun activity for a literacy center.

My Sister
my twin!
as I am.
My sister is as tall
My sister is as fast
My sister is
as I am.
as I am.
My sister is as old

Where Have You Been? (2 voices)
Where have you been?
Where have you been?
Next time, can I go with you?
To the store.
To the pool.
To the zoo.
Where have you been?

Create word cards from sight words or other sets of words in the poem. Let children match them with the words on the pocket chart poem strips. This is also a good activity for center work.

We Have One Pat
We have one Pat.
We have one Jin.
We have one Nan.
But we have two Dans.
We have one Ana.
We have one Sim.
We have one Pam.
But we have three Sams!

Two Cats
One cat is little.
The other cat is big.
One cat is white.
The other cat is black.
One cat is down.
The other cat is up.
Two cats hiss.
Here comes the pup!

we	one
have	but

one	is	the
little	other	down
		two

Create word cards and mix them up for fun.

Which One?
Red or blue?
One or two?
Dog or cat?
Mouse or rat?
Rain or sun?
You pick one!

Mixed up version:

One	or	cat	?
Mouse	or	sun	?
Red	or	rain	?
Rat	or	two	?
Blue	or	dog	?
You	pick	one	!

Have children use letters to build sight words or other words from the poem.

w	h	e	n
---	---	---	---

when are you

When?

When are you sad?



When are you mad?



When are you silly?



When are you glad?



Sad, mad, silly, glad!